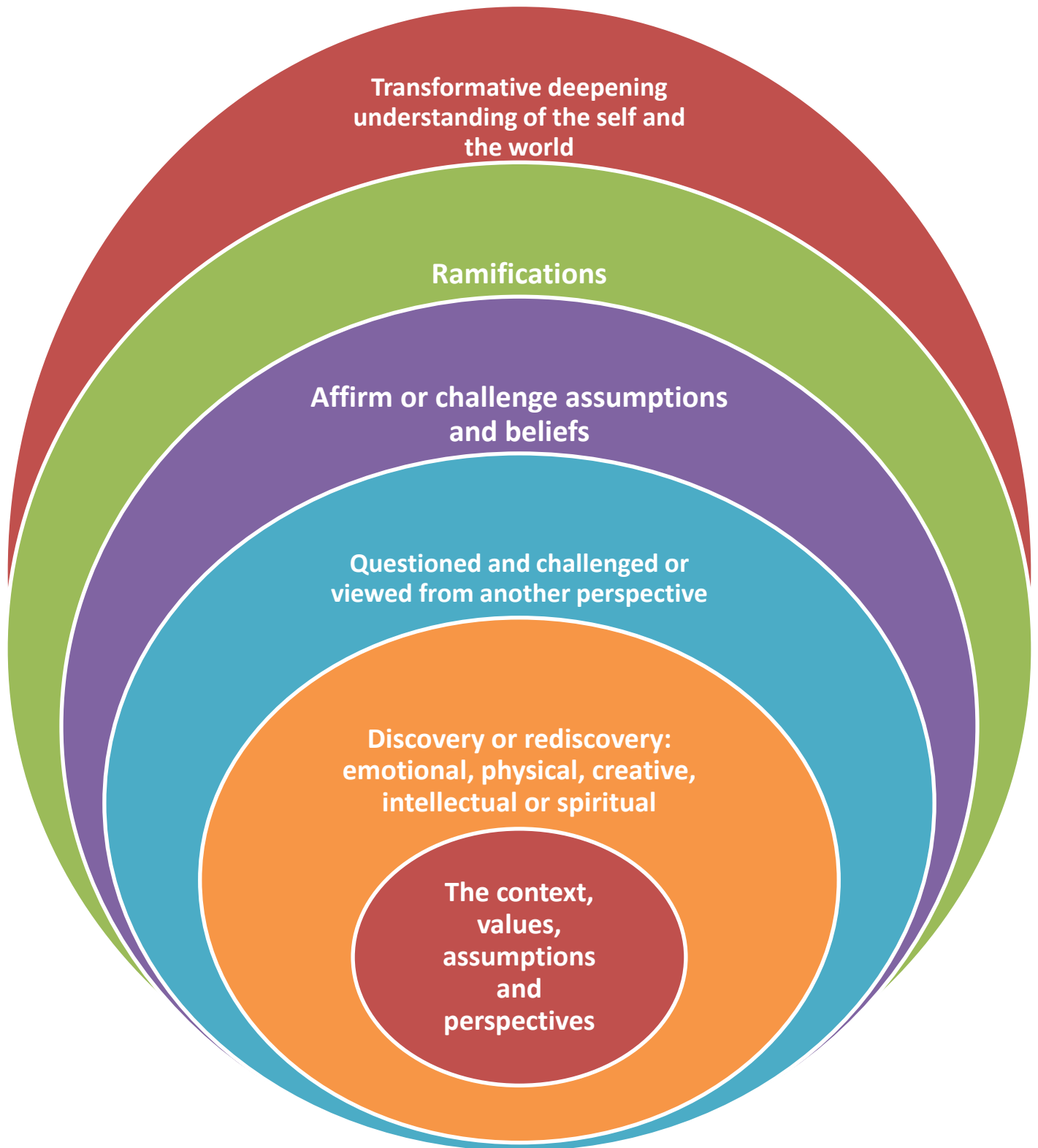


Area of Study Diagrams



Unpacking the Rubric

Aspect

- Process

Rubric

- *The experience of discovering something for the first time or rediscovering something that has been lost, forgotten or concealed.*
- *Discoveries can be sudden and unexpected, or they can emerge from a process of deliberate and careful planning evoked by curiosity, necessity or wonder.*
- *They can also be confronting and provocative.*
- *Discoveries can be fresh and intensely meaningful in ways that may be emotional, creative, intellectual, physical and spiritual.*

Questions

- What is the discovery?
- What was the catalyst for the discovery?
- Who made the discovery?
- How and why did it occur?
- Was the response to the discovery spiritual, physical, intellectual, creative and/or emotional?

Aspect

- Perspectives

Rubric

- *Discoveries may be questioned or challenged when viewed from different perspectives and their worth may be reassessed over time.*

Questions

- What were the different responses to the discovery?
- Have the responses to the discovery changed over time?

Aspect

• Contextualisation

Rubric

- *An individual's discoveries and their process of discovering can vary according to personal, cultural, historical and social contexts and values.*

Questions

- What role do personal, cultural, historical and social contexts, and values play in terms of how an individual responds to a discovery and how a composer represents the discovery?



Aspect

• Ramifications & transformation



Rubric

- *They can lead us to new worlds and values stimulate new ideas, and enable us to speculate about future possibilities.*
- *The impact of these discoveries can be far-reaching and transformative for the individual and for broader society.*
- *They can lead us to new worlds and values, stimulate new ideas, and enable us to speculate about future possibilities. Discoveries and discovering can offer new understandings and renewed perceptions of ourselves and others.*




Questions

- What were the impacts and ramifications of the discovery?
- How has the discovery broadened and deepened your understanding of yourself and your world?



Aspect

- Personal engagement



Rubric

- *Students consider the **ways** composers may **invite** them to experience discovery through their texts and explore how the process of discovering is represented using a variety of language modes, forms and features.*



Questions

- What are three overarching ideas or theses have you developed after exploring a range of texts and considering your own experiences and perceptions in regards to Discovery?
- Ask what you have learned about the human experience through your exploration of the representation of discovery?